

Name: _____ Date: _____

Teacher: _____ School: _____

Grade 5 English Language Arts Pre-Assessment: Timed Writing Task

Directions:

1. Read the texts assigned to you independently and write a one paragraph summary of each.
2. When you are finished, use what you learned from the reading to answer these questions:
 - *What are the different purposes of writing?*
 - *What important things can be learned from reading about writing?*
 - ✓ Be sure your answer includes two or more main ideas
 - ✓ Be sure to include at least two details that support each main idea
3. Edit your work carefully, and correct all errors in spelling, punctuation, and mechanics.

You may use scrap paper to plan your writing. Please submit your final copies of task 1 and 2 on lined paper.

Text 1

Carroll, Lewis. *Alice's Adventures in Wonderland*. Illustrated by John Tenniel. New York: William Morrow, 1992. (1865)

From Chapter 1: "Down the Rabbit-Hole"

Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, 'and what is the use of a book,' thought Alice 'without pictures or conversation?'

So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.

There was nothing so VERY remarkable in that; nor did Alice think it so VERY much out of the way to hear the Rabbit say to itself, 'Oh dear! Oh dear! I shall be late!' (when she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural); but when the Rabbit actually TOOK A WATCH OUT OF ITS WAISTCOAT-POCKET, and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it, and burning with curiosity, she ran across the field after it, and fortunately was just in time to see it pop down a large rabbit-hole under the hedge.

In another moment down went Alice after it, never once considering how in the world she was to get out again.

Text 2

Koscielniak, Bruce. *About Time: A First Look at Time and Clocks*. Orlando: Houghton Mifflin, 2004. (2004)

Sometime around 1440, the spring-powered clock was invented. Instead of depending on the pull of weights for power, this type of clock used a flat metal spring wound tightly into a coil. The escapement allowed the spring to unwind by turning one gear tooth at a time. With the use of a spring, smaller, truly portable clocks could be made.

The first well-known watches, made in Germany around 1510 by Peter Henlein, were so named because guards or “watchmen” carried small clocks to keep track of how long to stay at a particular duty post.

Many different skills went into making a clock, and new tools and methods were constantly being invented to make ever smaller, more complicated mechanisms that worked with greater precision.

Founders melted and poured metal into a mold to make clock parts.

Spring makers hand-forged (heated and pounded into shape) and polished steel clock springs.

Screw makers cut screws used to fasten clocks together by using a small lathe devised by a German clockmaker in 1480. Earlier, only wedges or pegs were used.

Gear-tooth cutting had been done by hand until the mid-1500s, when Giannelo Torriano of Cremona, Italy, invented a machine that could cut perfect gear teeth. Brass replaced iron for clock making.

Engravers, gilders, and enamellers decorated clock cases and dials.

Glass -making shops made and cut glass.

Woodworkers made clock cases.

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Name: _____ Date: _____

Teacher: _____ School: _____

Grade 5 English Language Arts Mid-Year Assessment: Timed Writing Task

Directions:

1. Read the texts assigned to you independently and write a one paragraph summary of each.
2. When you are finished, use what you learned from the reading to answer these questions:
 - *How do a writer's purposes influence their style of writing?*
 - *What important things can be learned about overcoming challenges from reading?*
 - ✓ Be sure your answer includes two or more main ideas
 - ✓ Be sure to include at least two details that support each main idea
3. Edit your work carefully, and correct all errors in spelling, punctuation, and mechanics.

You may use scrap paper to plan your writing. Please submit your final copies of task 1 and 2 on lined paper.

Text 1

Curtis, Christopher Paul. *Bud, Not Buddy*. New York: Delacorte Books for Young Readers, 1999. (1999)

(Also listed as a read-aloud narrative for grades 2–3)

From Chapter 1

Here we go again. We were all standing in line waiting for breakfast when one of the caseworkers came in and taptap-tapped down the line. Uh-oh, this meant bad news, either they'd found a foster home for somebody or somebody was about to get paddled. All the kids watched the woman as she moved along the line, her high-heeled shoes sounding like little fire-crackers going off on the wooden floor.

Shoot! She stopped at me and said, "Are you Buddy Caldwell?"

I said, "It's Bud, not Buddy, ma'am."

She put her hand on my shoulder and took me out of the line. Then she pulled Jerry, one of the littler boys, over. "Aren't you Jerry Clark?" He nodded.

"Boys, good news! Now that the school year has ended, you both have been accepted in new temporary-care homes starting this afternoon!"

Jerry asked the same thing I was thinking, "Together?"

She said, "Why no, Jerry, you'll be in a family with three little girls..."

Jerry looked like he'd just found out they were going to dip him in a pot of boiling milk.

"...and Bud..." She looked at some papers she was holding. "Oh, yes, the Amoses, you'll be with Mr. and Mrs. Amos and their son, who's twelve years old, that makes him just two years older than you, doesn't it, Bud?"

"Yes, ma'am."

She said, "I'm sure you'll both be very happy."

Me and Jerry looked at each other.

The woman said, "Now, now, boys, no need to look so glum, I know you don't understand what it means, but there's a depression going on all over this country. People can't find jobs and these are very, very difficult times for everybody. We've been lucky enough to find two

wonderful families who've opened their doors for you. I think it's best that we show our new foster families that we're very..."

She dragged out the word very, waiting for us to finish her sentence for her.

Jerry said, "Cheerful, helpful and grateful." I moved my lips and mumbled.

Text 2

Thayer, Ernest Lawrence. "Casey at the Bat." *Favorite Poems Old and New*. Edited by Helen Ferris. New York:Doubleday, 1957. (1888)

The outlook wasn't brilliant for the Mudville nine that day;
The score stood four to two with but one inning more to play.
And then when Cooney died at first, and Barrows did the same,
A sickly silence fell upon the patrons of the game.

A straggling few got up to go in deep despair. The rest
Clung to that hope which springs eternal in the human breast;
They thought if only Casey could but get a whack at that—
We'd put up even money now with Casey at the bat.

But Flynn preceded Casey, as did also Jimmy Blake,
And the former was a lulu and the latter was a cake;
So upon that stricken multitude grim melancholy sat,
For there seemed but little chance of Casey's getting to the bat.

But Flynn let drive a single, to the wonderment of all,
And Blake, the much despised, tore the cover off the ball;
And when the dust had lifted, and the men saw what had occurred,
There was Johnnie safe at second and Flynn a-hugging third.

Then from 5,000 throats and more there rose a lusty yell;
It rumbled through the valley, it rattled in the dell;
It knocked upon the mountain and recoiled upon the flat,
For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place;
There was pride in Casey's bearing and a smile on Casey's face.
And when, responding to the cheers, he lightly doffed his hat,
No stranger in the crowd could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt;

Five thousand tongues applauded when he wiped them on his shirt.
Then while the writhing pitcher ground the ball into his hip,
Defiance flashed in Casey's eye, a sneer curled Casey's lip.

And now the leather-covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there.
Close by the sturdy batsman the ball unheeded sped—
"That ain't my style," said Casey. "Strike one," the umpire said.

From the benches, black with people, there went up a muffled roar,
Like the beating of the storm-waves on a stern and distant shore.
"Kill him! Kill the umpire!" shouted some one on the stand;
And it's likely they'd have killed him had not Casey raised his hand.

With a smile of Christian charity great Casey's visage shone;
He stilled the rising tumult; he bade the game go on;
He signaled to the pitcher, and once more the sphereoid flew;
But Casey still ignored it, and the umpire said, "Strike two."

"Fraud!" cried the maddened thousands, and echo answered fraud;
But one scornful look from Casey and the audience was awed.
They saw his face grow stern and cold, they saw his muscles strain,
And they knew that Casey wouldn't let that ball go by again.

The sneer is gone from Casey's lip, his teeth are clenched in hate;
He pounds with cruel violence his bat upon the plate.
And now the pitcher holds the ball, and now he lets it go,
And now the air is shattered by the force of Casey's blow.

Oh, somewhere in this favored land the sun is shining bright;
The band is playing somewhere, and somewhere hearts are light,
And somewhere men are laughing, and somewhere children shout;
But there is no joy in Mudville—mighty Casey has struck out.

Name: _____ Date: _____

Teacher: _____ School: _____

Grade 5 English Language Arts Post-Assessment: Timed Writing Task

Directions:

1. Read the texts assigned to you independently and write a one paragraph summary of each.
2. When you are finished, use what you learned from the reading to answer these questions:
 - *What is the purpose of science?*
 - *What important things can be learned from reading about science?*
 - ✓ Be sure your answer includes two or more main ideas
 - ✓ Be sure to include at least two details that support each main idea
3. Edit your work carefully, and correct all errors in spelling, punctuation, and mechanics.

You may use scrap paper to plan your writing. Please submit your final copies of task 1 and 2 on lined paper.

Text 1

Hall, Leslie. "Seeing Eye to Eye." *National Geographic Explorer* September 2009. (2009)

A hungry falcon soars high above Earth. Its sharp eyes scan the ground. Suddenly, it spies something moving in the grass. The falcon dives toward it. Far below, a gray field mouse scurries through the grass. Its dark, beady eyes search constantly for danger. With eyes on either side of its head, the mouse can see almost everything around it. Will the mouse see the falcon in time to escape? Or, will the speedy falcon catch the prey it spied from far above? Whatever happens, one thing is clear: Without eyes, neither animal has a good chance.

Why? Eyes help many animals make sense of the world around them - and survive. Eyes can guide the falcon to dinner or help the mouse see a perfect place to hide. Animal eyes come in many different shapes, sizes, colors, and even numbers. Yet they do the same job. They all catch

light. With help from the brain, eyes turn light into sight. Eyes work in the same way for people. Look at this page. You may think you see words and pictures. Believe it or not, you don't. All you see is light bouncing off the page. How is this possible? The secret is in the rules of light.

Light Rules

Light is a form of energy, like heat or sound. It can come from a natural source, like the sun, or artificial sources, like a lamp or a flashlight. Light is the fastest known thing. It travels in waves and in nearly straight lines. In air, it can speed 299,700 kilometers (186,200 miles) per second. It can race from the sun to Earth in just over eight minutes! Light doesn't always travel so fast. For example, water or glass can slow light down, but just a bit. Light may seem to break all driving speed laws. Yet there are certain rules it always follows. Light reflects, or bounces off objects. It also refracts, or bends. And it can be absorbed, or soaked up, by objects. These rules of light affect what, and how, we see.

Light! Eyes!

Imagine this scene: You're at your desk happily reading Explorer magazine. Light from your desk lamp scatters in all directions. Light hits the page. Some bounces off the page, or reflects. It changes direction. It's a little like how sound bounces off a wall. Now some of this reflected light is traveling right toward your face. Don't duck! For you to see Explorer, some of this light has to enter your eyes. Objects become visible when light bounces off them. Your eyes are light catchers. Yet it takes more than catching light to see an image. Your eyes also have to bend light.

Here's how. First, light hits your cornea. That's the clear covering on the front of your eyeball. The cornea refracts, or bends, light.

And Action!

Is your cornea super strong? No! Think about how light travels more slowly through water. The same thing happens in your cornea. As light passes through the cornea, it slows down. That makes the light change direction, or bend. Next, light enters your pupil, the dark center part of your eye. It passes through your lens. The lens bends light, too. What's the big deal about bending light? That's how your eyes focus, or aim the light to make a clear image. The image appears on your retina at the back of your eyeball. It's like a movie. Playing Today at a Theater in Your Eye: Explorer magazine! There's only one problem. The image is upside down. Luckily, your brain flips the image right side up. That's pretty smart!

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Text 2

**Lauber, Patricia. *Hurricanes: Earth's Mightiest Storms*. New York: Scholastic, 1996. (1996)
From "The Making of a Hurricane"**

Great whirling storms roar out of the oceans in many parts of the world. They are called by several names—hurricane, typhoon, and cyclone are the three most familiar ones. But no matter what they are called, they are all the same sort of storm. They are born in the same way, in tropical waters. They develop the same way, feeding on warm, moist air. And they do the same kind of damage, both ashore and at sea. Other storms may cover a bigger area or have higher winds, but none can match both the size and the fury of hurricanes. They are earth's mightiest storms. Like all storms, they take place in the atmosphere, the envelope of air that surrounds the earth and presses on its surface. The pressure at any one place is always changing. There are days when air is sinking and the atmosphere presses harder on the surface. These are the times of high pressure. There are days when a lot of air is rising and the atmosphere does not press down as hard. These are times of low pressure. Low-pressure areas over warm oceans give birth to hurricanes.

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